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RELATIONSHIP BETWEEN THE SOCIAL AND VOCATIONAL ADJUSTMENT OF
CHILDREN UNDER CARE OF THE CHILDREN'S AID ASSOCIATION

A Thesis

Submitted by

Sylvia Schussheim

(A.B., Hunter College, 1938)

(A.M., New York University, 1940)

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I

Introduction

A. Reason for choice of topic:

1. Experience of writer

The topic has been chosen because the writer believes there is a significant relationship between one's social and vocational adjustment. The writer's first field work placement had been at the Jewish Family Welfare agency, and the second placement, where the study is being undertaken, was at the Children's Aid Association, 41 Mount Vernon Street, Boston, Massachusetts.

At the Family Welfare Society the service of a special employment and vocational training bureau was offered to the clients who needed help in that area. It appeared that illness, anxiety about the future, and uncertainty of one's ability for self-maintenance were modified to a large degree when certain employment or special vocational training was given.

At the Children's Aid Association the writer had dealt with children who were placed in foster homes because of the inadequacies of their own home situations, a procedure which seemed to meet their needs. In many of these cases the relationship of the educational and vocational adjustment as it affected the social adjustment of these children did not seem apparent, as was the case of the adults of the Family Welfare Society. Instead, rather markedly in the Children's Aid Association, the social adjustment of the children seemed to be the determining factor in their educational and vocational adjustment.

L. Cases writer handled preceding study:

The following are two cases that incited the writer to further study of this problem:

A. Jane Doe.

Jane, aged fifteen, was referred in 1942 by the Boston City Hospital Social Service Division for placement. Her mother was in the State Hospital, the diagnosis being schizophrenia, and the father was unable to care for Jane adequately. He had severely beaten her (which was the cause of her being at the Hospital), accused her of disobedience, stealing, and staying out late, and had made sexual advances toward her. He wanted her to be sent to the reformatory, and she had made a request to be placed away from her home.

Jane had not liked school and was not doing passing work. She was thinking of quitting school.

Jane was given psychological tests and found to be of average intelligence. She was placed in a foster home of good educational and social standards. Her foster parents showed considerable insight in dealing with Jane. Jane grew very fond of them and their niece Gertrude, who lived with them. Jane was determined to become a secretary like Gertrude and took a commercial course at school. She began to take a great deal of interest in her school work and was soon placed on the honor roll, a status she has maintained up to date. This summer, during her vacation, Jane plans to work as a typist.

Jane is now very well adjusted at her foster home and gets along well with people outside the home. She is happy at school and is able to make her own vocational plans, which, it seems likely, she will carry through. This shows the relationship between Jane's social and educational adjustments.

B. Eleanor Gray.

Eleanor, a colored girl aged seventeen, was referred by the Family Welfare Society in 1942. She was the eleventh child in a family of thirteen children. The father was dead, and the mother was repressive in her discipline and regarded Eleanor as the "bad girl" because she wore her sisters' clothes without their permission, did not do her share of housework, and ran away twice to her pastor's home. There was considerable sibling rivalry in the family, and both the mother and daughter desired placement.

Eleanor was given a psychological test, which had shown her to be of low average intelligence. A revised school program followed, but training in hair dressing was recommended.

Eleanor was placed in a good foster home where she was immediately accepted. She seemed happy there. Her school program was altered, and she began to do passing work in all her subjects. Then gradually at the end of two months she began to revert to her former behavior, borrowing clothes, neglecting her share of housework, copying school lessons from her friends, and finally staying away for a few days without explaining her absence. Eleanor was referred to the psychiatrist because her foster mother and worker felt that her behavior warranted treatment of this kind. The psychiatrist tried to help Eleanor but could not reach her and believed her to be "basically irresponsible."

Eleanor truanted from school. She felt a desire to hurt her foster mother and falsely accused her foster father of attacking her. She finally admitted to the psychiatrist that her accusation had no basis, but after this conversation with him she ran away.

Eleanor was so severely socially maladjusted that her school program was revised again and her teacher's interest secured. She was

not able to continue with school but began to truant and take other children's homework. Eleanor had a poor social adjustment and was unable to make a positive adjustment at school.

Though at referral each girl had expressed a desire for placement, had a parent who was anxious to be rid of her, had been doing poorly at school, and, though each girl had been placed in a good foster home, the end result was entirely different. Jane was able to accept placement and adjust herself to it both socially and educationally. She now has plans for a vocation. Eleanor was not able to accept placement and adjusted poorly at home and at school. She now has no plans for a vocation. Of course, it seems that Jane was more capable of relating herself to foster home placement because, no doubt, her needs were better met than those of Eleanor. Also, there were strengths in Jane that were not apparent at referral that were given the opportunity to be realized and developed in an adequate foster home. On the other hand, the depth of Eleanor's maladjustment was not apparent at referral and treatment never reached it. Though different personalities cannot be justly compared, we can see the relationship between each girl's social and educational adjustment.

B. Purpose:

This paper was, therefore, undertaken to examine the relationship of social adjustment to educational and vocational adjustments in a child placing agency by the study of specific cases; to take account of the obstacles to adjustment in each situation as they relate to its conclusion; to determine the possibilities in such situations; and to make helpful suggestions to the agency on future handling of such problems.

C. Method:

1. Survey of literature in the field:

Several authorities concerned with the social and educational and vocational guidance of young people have been consulted. All have expressed the view that the material related to this specific project is negligible. They were unable to offer any bibliography which the writer might have found helpful to suggest to the reader. The writer also visited several libraries but could gain no material suitable to this topic.

2. Definition of terms:

a) Education -- that which relates to the regular academic curriculum and to the vocational preparation of the child at school, both public and private.

b) Work -- employment for which the child is paid.

c) Progress -- the social, educational, and vocational situation of the child from the time of referral to discharge.

3. Study of twenty-six cases discharged in 1941:

Children were taken who were sixteen years old or over at the time of discharge. The agency does not necessarily discharge children at that age but determines the time of discharge in accordance with capability of those clients to profit from case work service. This age limit was chosen as the writer believes it is that group of children that would be most concerned with its educational and vocational preparation towards a vocational adjustment.

a) Why those under care for three years or more were chosen:

The treatment of the group under care of three years or more was chosen as the writer felt it would take approximately that length

of time to be able to examine the relationship between the children's social adjustment and their educational or vocational adjustment; to see the strengths and weaknesses in each situation and to be able to make some suggestions to meet these situations.

b) Why those discharged in 1941 were chosen:

Children were taken who were discharged in 1941 as their cases contained the most complete recent data and the most comprehensive survey of the agency's function.

c) The relationship of the total number studied to the total load discharged in 1941:

The total number studied was twenty-six cases; nineteen boys and seven girls. The total load discharged in 1941 was 167 cases. Of these, twenty-six cases were of children sixteen years old or over, who had been under the care of the Children's Aid Association for three years or more.

II. Study of twenty-six cases:

(Schedule in Appendix also referred to)

A. History and situation at referral: birth, health, source of referral, problem at referral, relationship with family, court record (if any), mental level, and school record.

B. Treatment: medical care has not been mentioned as there has been no special physical disability or illness in any of these cases that would affect the vocational, social, or educational adjustment of the child.

1. Psychological testing and psychiatric treatment (psychiatrist).

2. Activity of case work relating to above and relating to foster home placement, academic, educational, and vocational situations.

C. Situation at time of discharge: relating to the social, educational and vocational adjustment of the children at discharge.

Case 1

a) History and situation at referral:

Blanche was referred in 1937 by the Beth Israel Hospital, Psychiatric Clinic. She was fourteen years of age, born in Nova Scotia, and was living with her adoptive parents. The adoptive parents were about seventy years of age, uninterested in Blanche, did not understand her, and were known to beat Blanche severely as a matter of discipline. Blanche felt unwanted at home. She was of normal intelligence but did poorly in the eighth grade at school. She did not get along well with her teacher or her classmates and had not attended classes regularly. She presented temper tantrums and was upsetting in the classroom. Blanche was tested by a psychiatrist at the hospital who recommended foster home placement.

b) Treatment:

The worker encouraged Blanche to continue the psychiatric treatment. Blanche was placed in a foster home, and the worker visited the school to enlist the teacher's interest in Blanche. Blanche had to be replaced in several foster homes as she did not get along with her foster parents, and her foster parents always refused to keep her because they found her behavior so unpredictable and disrupting to the household. At her last placement Blanche was attracted to her foster father. Blanche was sent to high school, but throughout her schooling showed no interest in her work, and the worker could not get Blanche to respond to any desire for vocational training. The psychiatrist felt that Blanche's problem was so deeply involved that she could never be reached.

c) Situation at time of discharge:

Blanche's original problem still existed. She could not get along with her foster parents or with other children. She seemed to

have a great deal of fantasy around sex. The worker could not get her to sublimate her asocial sex interest in any activity. Blanche expressed no desire for education or a vocation. She left high school at eighteen years of age, and the case was closed as the worker felt the girl could never be reached and she did not respond to any case work service.

Here was a case of a girl who perhaps reached care at too late a stage. Her emotional problem was so deep that neither psychiatrist nor case worker could help her. Blanche was not well adjusted socially and had no interest in her education or in a vocation. Without social adjustment there seemed to be no desire for a vocational adjustment.

Case 2

a) History and situation at time of referral:

Olivia at eleven years of age was referred by the Society for the Prevention of Cruelty to Children in 1933. Her parents were divorced, and her mother, with whom she had been living at time of referral, was in poor mental and physical health and unable to assume responsibility for the care of Olivia. There was nothing known of Olivia's relationship with her parents except that, according to the record, Olivia showed no deep affection for her parents. Her work at school was considered good, and her problem seemed to be that of an unfortunate family situation.

b) Treatment:

Olivia was placed in a foster home. She did not like her foster parents and could not get along with the other children. She had temper tantrums and seemed unhappy. The worker referred Olivia to the psychologist and psychiatrist. The psychiatrist recommended a foster home where Olivia would have parents she could be fond of and where recreational outlets would be assured. The psychologist found Olivia to have good general ability. The worker replaced Olivia in an excellent foster home where her foster parents had an understanding of an adolescent's needs. The worker visited the foster mother to encourage Olivia to engage in more outside activities. Olivia responded to her foster parents and became very fond of them. She joined groups and got along well with other children and became an honor student at school. The worker spoke to Olivia about a vocation. Olivia was interested in nursing, and the worker encouraged her to continue high school as that would be the best preparation for her desired goal.

c) Situation at time of discharge:

At discharge Olivia seemed to be socially well adjusted. She

graduated from high school with a very good record and entered a hospital to train for nursing. The original problem of a girl to face life with a handicap of a poor background had been reduced in a large measure. Olivia's intelligence and strengths were realized with the aid of good foster parents. Though at referral she was not considered a problem and did good work at school, in her last foster home she was well adjusted socially and did excellent work at school. At discharge she was able to carry through her vocational plans. Olivia's social adjustment seemed strong enough to guide her towards a good vocational adjustment.

Case 3

a) History and situation at time of referral:

Priscilla was referred by the court at seventeen years of age in 1938. She had been at the Pomeroy Home, and the matron there was unable to discipline her. The matron considered Priscilla to be a sex problem as she would talk to the other girls about sexual affairs that she had had. The matron did not know whether her stories were true or merely fantasy, but she felt it was not good for the other girls to hear them. Priscilla was a sophomore in high school and doing good work.

b) Treatment:

The worker had Priscilla see a psychiatrist and a psychologist. The psychiatrist recommended foster home placement but said the girl had a "character defect." The psychologist found Priscilla to be of superior intelligence and recommended that she be allowed to enter the nursing field for which she expressed desire. The worker placed Priscilla in a foster home. Though her foster mother expressed her fear of Priscilla's sex relationships, the worker tried to encourage an attitude of objectivity on the part of the foster mother. Priscilla began to get along in the home of her foster parents and graduated from high school with a good record. She was accepted in a children's hospital for nurses' training.

c) Situation at time of discharge:

There seemed to be an undoubted sex problem in Priscilla's behavior in the hospital. She neglected her duties, went out frequently with men, and stayed out very late. She was finally expelled from the hospital and entered a position as a domestic. This was the case of a girl who was not reached by the psychiatrist or case worker and whose social adjustment affected her vocational adjustment in the end. Her interest in sex did not help her adjust to the routine of a hospital.

She seemed only to have been interested in sex and consequently lost interest in her vocation. Though a girl of superior intelligence, she was unable to carry through the vocational plans for which she seemed best fitted and instead had to resort to a position as a servant. Her poor social adjustment at the hospital was followed by a poor vocational adjustment. In her foster home Priscilla was able to adjust favorably and consequently made a good record at school. It seems as though her problem had not been worked through to the point where she could carry over her good adjustment from her foster home to the hospital.

She reverted to an original behavior pattern and was no longer able to continue to study nursing. Consequently her poor social adjustment outside the foster home was followed by a poor vocational adjustment.

Case 4

a) History and situation at time of referral:

Elaine was referred by the soldiers' Relief Division at twelve years of age in 1935. Her father was dead, and her mother was to be committed to a state institution. Because of Elaine's home situation she was accepted as an emergency placement. There was not much known of her at referral.

b) Treatment:

In her foster home Elaine showed great anxiety over her mother's insanity. Elaine was retiring, had crying spells and night terrors, and quarreled frequently with her siblings. She would fail to do her work at school. The worker had her visit the psychiatrist and psychologist to help her allay her anxiety over her mother's condition and to understand the reason for her crying spells and night terrors. The psychologist found Elaine to be of low average ability. The worker placed Elaine in another foster home through the recommendation of the psychiatrist. In the second foster home Elaine seemed to adjust better. There were no crying spells or temper tantrums. At school Elaine improved in her work and entered high school.

c) Situation at time of discharge:

The psychiatrist helped Elaine work through some of her anxiety about her mother's insanity, but Elaine had a critical attitude and was unable to make friends. She finally left the agency care to live with her maternal aunt before graduating from high school. It seemed doubtful whether Elaine would adjust to the home of her maternal aunt and what her prognosis would be. Because of her emotional problem Elaine was not able to continue high school at her foster home. She had taken a general course at high school, and there seemed to be no

Case 5

a) History and situation at time of referral:

Gladys at twelve years of age was referred in 1931 by her paternal uncle. Her mother was dead, and her father had been killed by her stepbrother. Gladys seemed comparatively untroubled by her father's death and disliked her stepmother who was abusive to her. Gladys was stealing and involved in sex practices with her uncle, brother, and older stepbrother. Gladys's behavior at school was pert, and she was impudent toward her teacher. She tried to gain attention and was resentful of criticism in the classroom.

b) Treatment:

The worker sent her to the psychologist who found Gladys to have superior intelligence and suitable for clerical studies in which she seemed interested. The worker placed Gladys in a foster home where her foster parents had high educational and social standards. The worker visited the foster home frequently and helped the foster mother in her guidance of Gladys. The worker encouraged Gladys in her studies and visited the teacher at school to enlist her interest. Gladys became better adjusted at home, engaged in extracurricular activities, and maintained an enthusiastic, alert attitude throughout high school. She graduated from high school and entered secretarial training school. At business school Gladys was well liked and made an excellent record.

c) Situation at time of discharge:

At the time of discharge Gladys had graduated from business school and was employed as a secretary where her salary had been raised in a short time from \$16.00 to \$20.00 a week. She enjoyed her work and showed much interest in it. The original problem of Gladys's sex delinquency and stealing no longer existed. Gladys was placed in a good

foster home which met her needs. She improved at school and was able to carry through her vocational plans satisfactorily. At school she was given courses she expressed a desire for and was encouraged to continue her studies at secretarial school. Gladys's social adjustment, no doubt, helped her in her vocational adjustment. The worker's awareness of the girl's need for vocational guidance and her encouragement of Gladys's future training might have strengthened her social adjustment.

Case 6

a) History and situation at time of referral:

At five years of age Freda was referred by the Children's Friend Society in 1929. Her mother had died of epilepsy. Her father had lived with her mother while still married to his first wife. After the mother's death her father returned with Freda to live with his first wife. Freda was stealing, lying, and displaying temper tantrums. She was hostile toward her stepmother and siblings. There was no positive relationship between them.

b) Treatment:

Freda was given psychological tests and found to possess average general ability. She was given psychiatric treatment, and the psychiatrist recommended foster home placement with emphasis of objectivity on the part of the foster parents. The worker placed Freda in a foster home and explained the recommendations of the psychiatrist to the foster parents. Freda did not get along at this foster home and had to be replaced three times because of the poor social adjustment. The worker also went to the school to get the teacher's interest in Freda. Freda attended grammar school and high school with a fair record but had no interest in school. At the end of the second year Freda left high school when seventeen years old. The worker tried to get Freda interested in a vocation. Arrangements were made for Freda to attend a cooperative work-room to learn the power machine, but Freda did not attend classes. Finally Freda secured a job as a domestic.

c) Situation at time of discharge:

Freda did not stay longer than three months with any employer. At her last place of employment she earned \$6.00 a week but had a very critical attitude towards her employers. This is a case of a lack of

social adjustment resulting in a lack of educational and vocational adjustment. Freda seemed unable to accept affection from any foster parent. There still seemed to be a behavior problem that was never reached which was symptomatic in her inability to carry through any vocational plan and later in her failure to stay with her employers for any reasonable length of time.

Case 7

a) History and situation at time of referral:

Marge was referred by the Red Cross at eleven years of age in 1931. Her parents were both alcoholic and showed no interest in her. Marge was the cause of a forced marriage and was neglected and abused by her parents. She was also compared unfavorably with her younger brother. Marge was stealing and had run away several times from her home. She was in the fourth grade at school, and her attendance was very irregular. She had been tested by a psychiatrist through the Red Cross, and foster home placement had been recommended.

b) Treatment:

The worker had Marge tested by the psychologist, and her intelligence was found to be dull average. Simple factory work was suggested for later vocational planning. The worker placed Marge in a foster home where the standards were not too high, and the parents showed good judgment in dealing with Marge. They accepted her, and she appeared to be happy there. The worker made several visits to the school and had Marge placed in a special class. Marge's attendance became regular, and she was making a sincere effort to pass. Marge left school in the eighth grade at sixteen years of age. She presented no behavior problem, but high school seemed too difficult for her to undertake. She left school and secured employment as a domestic.

c) Situation at time of discharge:

Marge remained at the same place for three years as a housekeeper, earning \$3.00 a week. She visited the worker and displayed interest in her work. She was efficient and honest at it. Her original problem at referral of stealing and running away did not exist at discharge. At her foster home she had been able to accept understanding

and affection, which she missed in her own home. She became socially adjusted and as a result was able to adjust satisfactorily to a vocation at her own level.

Case 8

a) History and situation at time of referral:

Richard was referred at five years of age by the Avon Home in 1925. His mother had divorced his father, leaving Richard in the care of the father. The father was considered to be pre-psychotic and unable to handle the child adequately.

b) Treatment:

The worker placed Richard in a foster home. He was sent to grammar school when of age and then to high school. His adjustment was rather good in his foster home and at school. When in high school the worker sent him for psychological testing. Richard was found to be of average intelligence and with ability in mechanics. He expressed a desire to continue his education in this field, and the worker encouraged Richard to plan to enter a technical school after graduating from high school.

c) Situation at time of discharge:

Richard graduated at nineteen years of age from high school and entered a technical school, studying drafting and tooling. At twenty-one years of age he graduated from the school with a good record. His discharge was considered timely, as he seemed to be able to manage his social affairs and to be capable of securing employment. Richard made a rather good social adjustment in his foster home and was able to continue his studies at high school and then at the technical school with a good record throughout.

Case 9

a) History and situation at time of referral:

Nicholas was referred by the Juvenile Court at fourteen years of age in 1938. His parents were Italian and unable to speak English. They were poor disciplinarians; the father was over-severe, and the mother was over-protective. There seemed to be a problem of cultural differences, and the parents did not seem to have insight into or understanding of their son's behavior. Nicholas had been placed on a suspended sentence because of his father's complaint of having difficulty in controlling him. Nicholas had an I.Q. of ninety-four, was uninterested in school, and played truant.

b) Treatment:

The worker sent Nicholas to the psychologist and psychiatrist. The psychologist recommended a business education; the psychiatrist recommended that Nicholas be placed at the Connecticut Junior Republic. The worker visited Nicholas at the Connecticut Junior Republic and found him to be adjusting well. He had been engaged in many recreational activities which he enjoyed and was mixing well with the other children. At school Nicholas was given a business education, specializing in book-keeping. He made a good record both in conduct and in proficiency. Nicholas graduated in 1940 at seventeen years of age with a certificate of business education.

c) Situation at time of discharge:

Nicholas was earning \$10.00 a week as bookkeeper (he has obtained a raise since). He enjoyed his work and was showing real ability at his vocation. The problem of a boy's behavior of truanting and defiance had completely disappeared. In the boy's own home he had been unhappy; he had made a poor adjustment at school and had truanted. At

the Connecticut Junior Republic his social adjustment improved. He did well at his school work and later at his place of employment. With Nicholas we see clearly the relationship between social and educational and vocational adjustment. The cultural differences between his parents and himself were a source of conflict to Nicholas. The parents, on the other hand, were not able to handle Nicholas's problem adequately, with the result that Nicholas's conflict became symptomatic in his conduct at home and at school. When Nicholas was placed in the Connecticut Junior Republic where he was treated with both understanding and insight, his behavior improved. He adjusted well with those around him and consequently succeeded in attaining a good record both at school and at his vocation. The encouragement he received in continuing with a vocation he desired and was found fitted for, no doubt helped to strengthen his social adjustment.

Case 10

a) History and situation at time of referral:

At thirteen years of age Robert was referred in 1937 by the Psychopathic Hospital. His father had died, and his mother consistently nagged and antagonized him. His mother was believed to be of low mentality and unable to care responsibly for Robert. Robert quarreled with his mother and siblings. Though he had a high average intelligence, he was doing poor work at school, was in the seventh grade, disliked his teacher, and truanted.

b) Treatment:

Robert was treated by a psychiatrist, who recommended foster home placement and considered the boy to have a strong inferiority complex and a neurotic nature. He was also examined by the psychologist, who suggested training in mechanics. The worker placed Robert in a foster home, but he was unable to adjust there and refused to go to school. The worker then replaced him at the Connecticut Junior Republic. There Robert's psychiatric treatment was continued, and he was taught mechanics. There seemed to be a gradual improvement in his attitude and in his work. However, Robert went home when he was seventeen years of age, and once he was home he refused to return to the Connecticut Junior Republic. The worker visited Robert at his home and tried to get him to think of employment, but Robert seemed uninterested.

c) Situation at time of discharge:

Once Robert returned home he reverted to his old attitude of laxity and uninterestedness in school. When at the Connecticut Junior Republic, his social adjustment and his school work had begun to show improvement, but back in the home environment, against the advice of the worker and institution advisors, he took up his old pattern of behavior.

He had not built up a strong resistance to a negative home situation, and at home his social and educational adjustment had regressed. At time of referral he quarreled constantly at home; at school, though he had high average intelligence, he played truant. In his foster home he was not able to adjust socially and refused to attend school. While at the Connecticut Junior Republic, he began to make a better social adjustment; and, his attitude toward school improved. Unfortunately, once he returned home, he reverted to his old behavior pattern and displayed once again a disinterest in school. Each time that he adjusted socially in a negative manner, his school work also suffered.

Case 11

a) History and situation at time of referral:

Jack, at fourteen years of age, was referred by a probation officer in 1936. His father had deserted the family. His mother worked on W. P. A., was immoral, and neglected Jack. He had been committed in 1934 to Lyman School for stealing and was now on a six months suspended sentence to Shirley. His intelligence had not been tested but was considered to be borderline. His attitude toward school was unknown.

b) Treatment:

The worker placed Jack with foster parents who lived on a farm. Jack did not care to go to school, and the worker permitted him to stay on his foster parents' farm and learn the poultry business. On the farm Jack became fond of his foster parents and did very satisfactory work. He stayed with them until 1940, when, because of financial circumstances, the foster parents were forced to give up their farm. At the end of the year Jack returned to the home of his maternal grandmother (his mother had died while the boy was in care).

c) Situation at time of discharge:

At home Jack began to go around with poor companions. The worker suggested to him that he seek employment in the country, but Jack refused. He went on W. P. A. The boy's prognosis was indeed questionable. He was not ready to return home, as he had not built up strong enough habits to resist a poor home environment. Jack's going on W. P. A. seemed to be in line with his mother's occupation, for whom he had quite an affection. This case again shows the effects of social adjustment on vocational adjustment. At the farm he seemed to make a positive adjustment, educationally and vocationally, but at home his adjustment was negative in both respects.

Case 12

a) History and situation at time of referral:

Peter was referred in 1937 by the Department of Mental Hygiene. He was thirteen years of age. His mother had died, and, though there had been good feeling between the boy and his family, placement was desired because of his personality. Peter had "an inter-excessive sex stimulation and a rocking habit in bed." He had an average I. Q., was in the ninth grade and showed good effort, but seemed to be under severe tension.

b) Treatment:

Peter was given continued psychiatric treatment. The worker placed him in a good foster home, visited his school, and had Peter's program revised. At the foster home Peter engaged in many outside activities and worked during the summers as a caddy. He did well at his work in the summer, and this gave him an added security. Peter completed grammar school and entered high school with a record of steady improvement in work. The worker visited Peter's own family to prepare them for his return.

c) Situation at time of discharge:

Peter returned to his own home and completed his schooling while at home. He was planning to go to business school. The original problem for which Peter had been referred seemed to disappear as Peter's guilt of his sex stimulation was removed through his visits with the psychiatrist. He no longer feared school and was more outgoing in his relationships. His home environment was good, and the worker had prepared his family for Peter's return. The boy was able to return home and continue to carry out his vocational plans. Adjustment was positive socially, educationally, and vocationally.

Case 13

a) History and situation at time of referral:

Lawrence, at thirteen years of age, was referred by the Metropolitan State Hospital in 1936. His father had died, and his mother had remarried. His mother was not effectual in handling him and neglected him. Lawrence quarreled consistently with his stepfather and his sister. He had been stealing, lying, and associating with poor companions. Though he possessed normal intelligence, he was repeating the seventh grade at grammar school and doing unsatisfactory work.

b) Treatment:

The worker had Lawrence tested by the psychologist, who found him to be of normal intelligence. He was examined by the psychiatrist, who recommended foster home placement and constructive outlets. Lawrence was placed in a foster home where he seemed to adjust better than he had at home. The worker visited the school and secured the teacher's interest in Lawrence. There seemed to be a gradual improvement in Lawrence's work. He was also encouraged to engage in many activities, such as sports, clubs, etc. Then Lawrence graduated from grammar school and with the worker's advice entered trade school. In Lawrence's last year at trade school he seemed to lose interest in his work. His attendance was irregular, and he was finally expelled.

c) Situation at time of discharge:

Lawrence was expelled from school at eighteen years of age. The worker tried to get his ideas on some training for a vocation, but Lawrence showed no interest. At the foster home Lawrence had made considerable improvement in his social adjustment, but there were signs of immaturity in his adjustment. It seemed likely that Lawrence's adjustment in school in his last year might have been closely connected with

his fear of having to attain responsibility. This is a case of a boy's not being sufficiently mature to maintain independence, and it also shows how his insecurity might have caused a reaction in his vocational training. Though discharge seemed untimely, as Lawrence was not able to take care of his own affairs and needed supervision, it seemed dubious whether he could ever respond to case work treatment, as Lawrence did not see any need for it and had no desire for it. He was unable to make an emotional adjustment to adulthood responsibilities and consequently could not carry through his vocational plans in a mature manner. Because of his failure to adjust socially he could make no vocational adjustment.

Case 14

a) Fred, at the age of thirteen, was referred by the Division of Mental Hygiene in 1937. His parents were living together, but Fred did not seem to get along with them nor with his siblings, with whom he constantly quarreled. In 1935 Fred was arrested for theft of a bicycle and again that same year for running away and breaking and entering into a bakery. At referral he was on probation. He was of dull general intelligence and in the fifth grade at grammar school. At school he was uninterested in his studies, disliked his teacher and classmates, and was considered upsetting to the class. Fred had been examined by the psychiatrist at the Division of Mental Hygiene, and placement was recommended.

b) Treatment:

The worker placed Fred with foster parents living on a farm and saw to it that Fred continued to see the psychiatrist. Fred was accepted and well liked by his foster parents. He got along well with them and enjoyed life on the farm. He was no longer upsetting in the class at school but never was able to do good work. He left school at seventeen years of age in the seventh grade to work on his foster parents' farm. The worker made frequent visits to the farm and saw that Fred was adjusting well.

c) Situation at time of discharge:

The problem of stealing, running away, and quarreling no longer existed. Fred was fond of his foster parents and doing satisfactory work on the farm in 1941. He asked the visitor's advice on joining the Civilian Conservation Corps and training there. The worker encouraged the boy to do so. Here again, when Fred became socially adjusted he was no longer a behavior problem at school, did good work on the farm, and was able to formulate future training plans.

Case 15

a) History and situation at time of referral:

Kurt, a boy fourteen years old, was referred by the Massachusetts Division of Aid and Relief in 1933. His mother was unmarried and employed as a domestic. Kurt was over-protected by his mother and believed his father to be dead. He had temper tantrums and had been stealing. His intelligence was normal. He was in the fifth grade at school but was considered a problem by his teacher, as he was stubborn, excitable, and talkative.

b) Treatment:

The worker had Kurt tested by the psychologist, and Kurt was found to have normal average intelligence. He was then examined by the psychiatrist, who recommended a foster home where there would be good patterns of behavior administered and a good foster father to establish a masculine ideal. The worker placed Kurt in a good foster home with a good foster father. The boy fitted in well with the standards of the foster parents. He was replaced in a different school, and the worker made frequent visits to establish the teacher's interest in Kurt's doing good work and enjoying school. The worker also visited the mother to prepare her for Kurt's return. Kurt graduated from grammar school and then entered high school. At seventeen years of age he had a strong adolescent desire for independence and left high school for work. He secured employment in the factory.

c) Situation at time of discharge:

In 1941 Kurt was still living with his foster parents and was quite fond of them. He had made an excellent work record and was promoted to foreman of the factory. He enjoyed his work and was well liked at his business. The original problem of stealing and temper tantrums

was completely solved. Hurt's social adjustment, due to good understanding foster parents, helped him to adjust to people outside the family. He was liked at school and was, at discharge, making good progress in his vocation.

Case 16

a) History and situation at time of referral:

Thomas was referred by the Avon Home in 1938 at fourteen years of age. His parents were separated. Thomas was living with his mother. She was interested only in having good times and anxious to evade the responsibility of caring for Thomas. Thomas had been on probation since 1934 for stealing from an ice cream stand. At home he was found to be untruthful, quarrelsome, a bully toward younger children, and a show-off. He had average general ability and was doing passing work at school.

b) Treatment:

The worker had Thomas tested by a psychologist, and he was found to have normal intelligence. He was also treated by the psychiatrist, who felt that the boy could not be reached and recommended institutional placement. The worker placed Thomas at the Connecticut Junior Republic. Thomas earned his citizenship, graduated, and did satisfactory work. However, his adjustment was rather superficial, and he never made any close relationships with people. In 1940 Thomas returned home and entered technical school. The worker supervised him at home, but a half year later Thomas left school at seventeen years of age, though his work was satisfactory.

c) Situation at time of discharge:

Thomas entered the Civilian Conservation Corps. Though he did not manifest outward symptoms of conflict, his problem was believed to be mainly internalized. His adjustment was on a superficial level and not strong enough to give him the stability to carry through his vocational plans.

Case 17

a) History and situation at time of referral:

Charles was referred by the Society for the Prevention of Cruelty to Children at thirteen years of age in 1936. He was living with his adoptive mother, a woman sixty-eight years of age. His adoptive father had been dead, and his adoptive mother was alcoholic, immoral, and neglected Charles. Charles had been lying, truanting from school, bullying younger children, and displaying temper tantrums. He was of low average intelligence, did poor work at school, was considered a bully in the school yard, and was disliked by his classmates.

b) Treatment:

The worker had Charles's intelligence tested, which was found to be low, and farm work was recommended. The psychiatrist examined Charles and recommended placement. Charles made a good adjustment at the farm home where he was placed and did satisfactory work on the farm. He left school at fourteen years of age, as he had no interest in it and because of his limited intelligence. Charles was able to adjust at his foster home and secured a position in 1941 at a college, earning \$60.00 a month with room and board. He liked the work and was doing well at it. The original problem of Charles's behavior was solved in his foster home.

c) Situation at time of discharge:

At the time of his discharge Charles was no longer considered a behavior problem. He had secured a position. His work was satisfactory, and he was well liked by the people with whom he worked. His adjustment was good both socially and vocationally.

Case 18

a) History and situation at time of referral:

Jerry was referred at the age of one month in 1921 by the City Hospital Social Service Department. His mother had recently died, and his father was unable to care for him.

b) Treatment:

The worker placed Jerry in a foster home. Jerry never presented any problem and made a good social adjustment in the foster home. The worker did not have him tested by a psychologist, as Jerry made an excellent record through grammar school and high school. He graduated from high school at nineteen years of age and constantly expressed the desire to be a physician. The worker sought a scholarship for Jerry so that he could continue in the desired profession, but unfortunately none could be secured. Jerry was able to find a substitute position. Through his own initiative he secured a position as stock boy in a large company.

c) Situation at time of discharge:

Jerry made excellent progress in his place of business and in 1941 had risen from position as stock boy to that of inspector. The worker corresponded with the boy and learned that he was very happy in his work. This is a case of a good social adjustment followed by a rather positive vocational adjustment. Jerry was so well socially adjusted, that, though frustrated in his original desire to become a doctor, he was able to succeed in another vocational area.

Case 19

a) History and situation at time of referral:

Theodore was referred by the Juvenile Court in 1929 when he was seven years of age. His father had been dead for five years and his mother had recently died. Theodore had been in court for mischievous conduct -- breaking into school and destroying things. He had average general ability, was in the first year of grammar school, but played truant.

b) Treatment:

The worker sent Theodore to a psychologist, and trade school was recommended for later vocational planning. The psychiatrist examined him and recommended foster home placement with extracurricular activities. The worker placed Theodore in another school where his work improved. He completed his grammar school education with a good record and then entered a trade school to learn mechanics. At the trade school he felt that he was not gaining much by going there, and with the worker's consent left at the age of seventeen years.

c) Situation at time of discharge:

Theodore secured a job in a gas station, earning \$12.00 a week. Through correspondence with Theodore, the worker learned that he had secured a job in the Navy Yard. Theodore was earning a good salary and was considered a steady, competent worker. Theodore's original problem was solved, and he had been able to make a good adjustment at his foster home and at grammar school. He was also able to carry through his social adjustment, thus securing his own employment and earning a good employment record.

Case 20

a) History and situation at time of referral:

Clark was referred in 1937 by the Psychopathic Hospital at the age of seventeen years. He was living with his stepmother who was not interested in him. Clark was on probation on the charge of a "stubborn child." He had average intelligence but had no interest in school and could not get along with other children.

b) Treatment:

Clark was tested by the psychologist, and printing was recommended as a vocation. The worker conferred with a psychiatrist, and institutional placement was recommended where the boy would be given an opportunity for socialization, and training in printing. The worker placed Clark at the Connecticut Junior Republic and offered the people in charge the psychiatrist's recommendations. At the institution Clark engaged in many activities of a recreational nature and began to get along well with other children. He showed an interest in school, and at the age of twenty years he graduated with a good record.

c) Situation at time of discharge:

Through the Connecticut Junior Republic Clark obtained a position as printer, earning \$18.00 a week. He made a satisfactory adjustment at his job. Clark's original problem of behavior was solved at the Connecticut Junior Republic. His school record improved, and he was able to carry through his adjustment toward a good record of employment.

Case 21

a) History and situation at time of referral:

Anthony was referred by the Juvenile Court in 1926 at twelve years of age. His parents were living together but were not married. Anthony's mother was unable to handle him adequately and was fearful lest he find out she was not married to the father. Anthony, on the other hand, was affectionate toward her, but he cheerfully figured out ways of evading her. He was on suspended sentence to Lyman for stealing. He had high average ability, was in the seventh grade of grammar school, but neglected his work in the same evasive manner that was symptomatic of his behavior at home.

b) Treatment:

The worker had Anthony tested by the psychologist, who recommended that he continue with his schooling. The worker conferred with the psychiatrist whose recommendations were for foster home placement and more constructive outlets. Anthony was placed in a foster home to which he adjusted well. He graduated from grammar school and entered high school. In 1939 Anthony returned to his home with the approval of the court. When at home the worker still continued seeing Anthony, but he had regressed to his old attitude and was no more interested in school.

c) Situation at time of discharge:

Anthony had left school at eighteen years of age and had visited the worker and told him that he was in confusion as to what his future employment would be. He asked the worker about joining the Marines, and the worker encouraged him to do so. Anthony, when at the foster home, got along well socially and did good work at school but upon his return home he became lax and was no longer interested in school. Though the

court gave its consent to his return home, the discharge was untimely, as the boy's social adjustment was not strong enough to resist the influences of a poor home environment and employment plans had not been adequately developed.

Case 22

a) History and situation at time of referral:

Alvin was referred in 1936 at twelve years of age by his mother. His parents were divorced, and he had formerly been living with his father. The boy had been stealing, had been involved in sex practices with men, did not get along with other children, and constantly craved attention. Alvin showed no feeling toward his father, quarreled with his older brother, but was affectionate toward his mother. His mother was employed. Though Alvin's mental ability was normal and he was in the seventh grade of grammar school, he had been failing all his subjects, was disliked by both his classmates and his teacher, and was inattentive in the classroom.

b) Treatment:

The worker had Alvin tested by a psychologist, and he was found to be of normal intelligence. The psychiatrist treated him intensively for eight months, due to his worries over his sex fantasies surrounding his mother. Alvin was placed in a foster home. His adjustment there gradually improved, and he began to do better work at school. He graduated from school and in his third year of high school desired employment. He returned home and secured a position during the day and still continued his schooling in the evenings.

c) Situation at time of discharge:

Alvin was working as assistant purchasing agent for a large firm and intended to graduate from high school the following year at eighteen years of age. Alvin's original problem of homosexuality and his sex fantasies in regard to his mother and also his stealing seemed solved. Alvin was able to return home and carry over his positive social adjustment, which he made at his foster home, to that of his own home. Alvin had done better work at school while in his foster home, and he managed to carry through his educational plans and his vocational plans

to his home. He had a positive attitude toward his education and his work. This again shows the social adjustment, ability to profit from psychiatric and case work treatment and the educational and vocational adjustment that follows.

Case 23

a) History and situation at time of referral:

Dick was referred by the Judge Baker Guidance Center in 1936 at thirteen years of age. His parents were divorced. Dick resented his father, quarreled with his siblings, but was affectionate toward his mother. His mother was ineffective in her handling of him and had spoiled him to a great extent. Dick was stealing and had enuresis and temper tantrums. He was mentally superior, was in the eighth grade of continuation school, and doing satisfactory work.

b) Treatment:

The worker conferred with the psychiatrist, who recommended foster home placement and extracurricular activities for Dick. Dick was placed in a foster home and sent to training school to learn mechanics and carpentry. He adjusted well at his foster home, did good work at school, but at sixteen years of age told the worker of his plan to leave school and apply for mechanical training with the merchant marine. The worker encouraged Dick in his work venture. Dick entered the merchant marine.

c) Situation at time of discharge:

Dick was doing well in the merchant marine and enjoying his work there. His original problem of stealing, enuresis, and temper tantrums was solved and he was able to adjust socially and vocationally. In a good foster home he managed his social affairs well and did improved work at school. His social adjustment enabled him to gain satisfaction from his work in the merchant marine.

Case 24

a) History and situation at time of referral:

Harry was referred by the Society for the Prevention of Cruelty to Children in 1937 at sixteen years of age. His father was dead and his mother was immoral and not interested in caring for him. Harry was on probation for having sex practices with a man. He had effeminate characteristics, had an introverted personality, and did not get along with other boys. He had high average intelligence, had completed the eighth grade of grammar school, but his schooling had been interrupted by the family's frequent change of residence. Harry had not been in school for the two previous years.

b) Treatment:

The worker placed Harry at the Connecticut Junior Republic and recommended extracurricular activities. Harry engaged in sports and social activities. He was given training in academic courses and printing. The worker wrote to the Society for the Prevention of Cruelty to Children about the conditions in Harry's own home but made no visits to the family. Harry became more outgoing and mixed better in groups of both sexes. He did good work at the school and received a certificate in printing and diploma in citizenship. He graduated at seventeen years of age. The worker tried to find a position for Harry in the printing industry in the summer of 1940 and failed in his attempts. Harry secured a job on his own initiative in a restaurant at \$14.00 a week. He then returned to his own family and worked in one of the mills near by. The original problem of homosexuality was not entirely solved, as it had a very deep basis, and Harry was not amenable to psychiatric service. However, the problem was modified to some extent, as Harry had acquired more masculine traits and was better able to mix with both sexes. While

at the Connecticut Junior Republic he adjusted well socially and did satisfactory school work and vocational training.

c) Situation at time of discharge:

Harry was able to secure a position on his own initiative, as his social adjustment had made him more outgoing and more confident of himself. However, since no work had been done with his family and since he had not been able to get the position he desired (that of printing), one cannot be too certain of his future adjustment at home or in his vocation. Work with the family to prepare them for Harry's return, and better work opportunities, would no doubt have insured and strengthened his social adjustment that he had gained at the Connecticut Junior Republic. A boy with deep conflicts that are not amenable to psychiatric treatment would need special aid in both social and vocational areas to help him carry over his positive social and vocational adjustment that he had gained in placement to other situations outside of placement.

Case 25

a) History and situation at time of referral:

Gregory was referred at twelve years of age by the Massachusetts General Hospital Psychiatric Clinic in 1956. His parents had been disconcerted over his reading disability. His mother was over-anxious about it, while his father wished to minimize it. They were both interested in Gregory, but still he was compared unfavorably with his younger sister, who was a good student at school. Gregory was introspective, inarticulate, withdrawn from people, and could not conduct himself in a group. He had even been thought to be feeble-minded and was only in the fourth grade at school. In the classroom he was listless, daydreamed, and constantly taunted by the other children. The psychiatrist at the Massachusetts General Hospital recommended continued psychiatric treatment and foster home placement with outgoing activities. The child's mentality was really normal except for his severe reading disability which tended to lower it in tests.

b) Treatment:

The worker placed the child in a foster home where he engaged in sports and social activities. He joined the Scouts, was active in church, and was sent to camp in the summers. Gregory was also given special tutoring in reading and was released from school at the age of twelve years. The Massachusetts General Hospital social worker saw the mother and prepared her for Gregory's return. Gregory made a satisfactory adjustment in his foster home where play and encouragement improved him socially. The worker visited frequently to help the foster parents in their supervision of Gregory. He became more outgoing and made a satisfactory social adjustment. His reading steadily improved. The worker had Gregory trained at the National Youth Association in mechanics.

c) Situation at time of discharge:

Gregory received employment in a tooling company and was planning to take a course in a defense school to prepare himself in mechanical work in a defense industry. He had a positive interest in his work and returned home. The original problem of an introverted personality was greatly improved. At discharge Gregory had more confidence in himself, mixed well in groups, and his reading disability was less severe. He was able to make a good social adjustment and consequently a satisfactory vocational adjustment in a non-reading activity.

Case 26

a) History and situation at time of referral:

Floyd was referred by his father in 1935 at the age of twelve years. His mother had died, and his father was unable to care for him. His father was alcoholic and wished to evade the responsibility of rearing Floyd. Floyd was loyal to his father but quarreled with his siblings. Floyd was in the sixth grade of grammar school, did fair work, and cried very easily at criticism.

b) Treatment:

The worker placed Floyd in a foster home and made frequent visits to this foster home to help the foster parents gain insight into a normal boy's development. The worker found that the foster mother did not permit many outlets and was over-protective. Floyd was replaced in another home where the foster mother was better able to deal with an adolescent boy. He was given outside activities and adjusted well in this foster home. Floyd did satisfactory work and entered high school. He told the worker of his wish to enter the marines, and the worker advised him to finish high school as it would be a good preparation toward his goal. Floyd did satisfactory work at high school and graduated at the age of eighteen years. He secured work on his own initiative as an errand boy in a paper company for \$16.00 a week until he was accepted in the marines.

c) Situation at time of discharge:

Floyd did well at his job and was soon accepted in the marines. Floyd at referral had been "extremely sensitive and retiring" and cried easily at criticism. He made a good adjustment at his last foster home with the aid of an outgoing, intelligent foster mother. Floyd's problem was solved to the extent that he was able to secure employment on his own

initiative and realized his original goal in his acceptance in the marines. With this gain of selfconfidence through his social adjustment he undoubtedly was more capable of making vocational plans and carrying them out.

Summary

In each of the cases studied the social adjustment was found to have an important relationship to the vocational adjustment. A child generally had to be socially adjusted before he could carry through any plans toward making a vocational adjustment.

1. The Large Percentage of Positive Adjustments

The ability of most of the placements to meet the children's needs was shown by the large percentage of positive adjustments made at discharge. In this study of twenty-six cases, eighteen children, three girls and fifteen boys, made a satisfactory adjustment socially and vocationally.

Of the three girls who made a positive adjustment, two had been under the agency care for ten years and one for eight years. As for the fifteen boys who made a positive adjustment, one had been under the agency care for twenty years, one for sixteen, one for fifteen, one for eight, one for twelve, one for six, three for five, four for four, and two for three years.

Of the four girls who made a negative adjustment, one had been under care for twelve years, one for six years, one for four years and one for three years. As for the four boys who made a negative adjustment, three had been under care for five years and one for four years. It appears that on the whole, the longer time care precipitated a more positive adjustment for the children than did the shorter time care.

2. Treatment of Psychologist and Psychiatrist

In only one case of the girls there was no psychiatric service (psychiatrist) given, for the girl had made a positive adjustment to

her foster home in a short period of time. In all seven cases the girls had been given a psychological examination.

All the boys were given psychiatric service.

Psychological examinations were administered in all cases but two; one in which the boy had achieved an excellent record at school, and the other case in which the boy had been referred by the Juvenile Court and "considered to be of borderline intelligence."

3. Awareness of Worker of Total Situation of Child

In each of the positive adjustments, the worker's ability to transmit the psychiatrist's and the psychologist's recommendations to the placement situations are quite noteworthy. The children's social adjustment was foremost in the minds of the workers and the children had been encouraged to consider some vocation and were generally supported in working towards their vocational ends.

However, there are some questionable factors that should be considered, as they, too, may relate to the child's social adjustment.

4. Need for Work with Families

a. Lack of enough information surrounding the child's early background and his feeling toward his parents.

In the case of Elaine (Case 4), a twelve year old girl, whose father was dead and whose mother was to be committed to a state institution, not much was known of her background or her feelings towards her parents. Elaine was placed, and after placement she began to show anxiety over her mother's insanity. The foster mother was unable to deal with Elaine, and she had to be replaced in another foster home where the foster mother was better equipped to care for Elaine. The r-placement might not have been necessary if, before replacement, the worker had had a better understanding of this girl's earlier background and her feel-

ings towards her parents so as to judge the type of foster home suited to her needs.

b. Few parents were living together at time of referral and little was known about their marital situation to help the worker to determine its effect upon the child.

In the case of the boys, in one family the parents were separated; in two families the parents were living together but were not married; in three families the parents were divorced; in ten families the home was broken due to the death of one of both parents; and, in only three families, the parents were married and living together at the time of the child's referral. Little more than this was known to determine what the broken home meant to the child.

c. Need for work with parents

1. Referral from other agencies does not necessarily mean that placement as a solution might not have originated with the parents. None of the girls was referred by a parent; and in the case of the boys, only one boy was referred by his father and one boy by his mother. However, the majority of the parents had expressed their desire for placement by their behavior towards their children or through their contacts with the referring agencies. This, in itself, is evidence of the need of working with the parents.

Jerry (Case 18), a month old baby, was referred to the Children's Aid Association by the City Hospital, Social Service Division. The mother had recently died and the father wished to place his baby, as he was employed and could not afford to give the baby the special care a month old baby would warrant. The social worker at the hospital was aware of this situation and referred the case to the Children's Aid Association.

2. In many cases there were not enough contacts or services offered to the parents to prepare them for the return of the child in order to further insure and strengthen the social adjustment brought about through placement.

Nicholas's parents (Case 3) had not been approached by any worker because the parents spoke only Italian and could not understand English.

Harry (Case 24), at discharge, secured employment in another city on his own initiative and returned home to his family. Though Harry's mother had been unable to care for him properly, and though Harry had been placed away from home for four years, his mother had never been visited or prepared for Harry's return. According to the record, the worker had written to the Society for the Prevention of Cruelty to Children (referring agency) about Harry's family to learn of the home situation, but had made no actual visit himself to the family.

5. Agency's Lack of Finances, Resources, and Opportunities

1. This is seen in the case of Jerry (Case 18), who wished to be a physician. The worker could not secure a scholarship for him. Jerry was so well socially adjusted that he was able to make a satisfactory substitute adjustment in a company, where he rose from the position of stock boy to inspector. However, it seems likely that a boy, with as good a social adjustment and as fine a mind as Jerry possessed, might have made great strides in medicine, a profession which he had always wished to enter and for which he had the ability.

2. This can be noted also in the case of Harry (Case 24), who graduated at nineteen years of age from the Connecticut Junior Republic in 1940 with a certificate in printing. The worker attempted at the time of Harry's discharge to find a position in printing for Harry, but was un-

successful in his efforts. Harry then secured a position by himself in a restaurant where his special training was not utilized. However thorough-going a search a worker may make, though he has the best intentions, it is doubtlessly inferior to that of a skilled person related to an agency with specific knowledge of available resources in that area.

3. Jack (Case 11) had to leave his farm placement where he was making a good social and vocational adjustment because his foster parents were unable to keep their farm. Jack returned to his home and reverted to his former lax behavior. The worker suggested to Jack that he seek employment in the country, but Jack refused to do so. When a youth, who has not built up strong enough positive habits to resist his former habits, goes back to his old environment, he is not likely to respond to a suggestion to leave his home in the city to seek employment in the country. It might have strengthened his previous treatment if the worker had had something more tangible to offer him which would be more acceptable to him at that period of his development.

6. Untimely Discharge

This is a factor that is frequently found in the cases referred by the courts. At the termination of the probation period, the child usually returns to his home with the approval of the court. No doubt, placement is often regarded by the child as a punitive measure, and when he has taken his "medicine," he is rewarded by permission to return to his own home. It is unfortunate that this is the attitude of the child, and not only are his chances for adjustment handicapped, but his discharge does not always come at a time when he is ready socially and vocationally to return home.

Anthony (Case 21) was referred by the court in 1956 for foster home placement. He began to adjust to the standards of a good foster

foster home and to establish a good record at school. In 1939 he returned home with the court's approval, and once at home, he reverted to a lethargic attitude and left school. Anthony had responded to treatment, but had not reached that stage in his development where he was able to carry over his foster home training to his own home.

As a result of the study the writer makes the following recommendations:

1. There should be fuller records, if possible, of the earlier experiences affecting the child so that the worker may have more insight into the child's need and help the child to gain a more effective adjustment.

2. There should be more work with the parents so that the worker can gain a better understanding of the child's social, educational and vocational situation. The family and the child should also be prepared for the child's return to his home. If one worker cannot do this effectively, perhaps two workers within the agency may undertake the case, one dealing with the child and the other working with the parent; or, perhaps a working relationship may be evolved between the family agency (working with the family) and the children's agency (working with the child) towards attaining this goal.

3. There should be a better working relationship between the courts and the children's agency so that the decision of the worker may also be consulted as to the timeliness of the child's discharge. Also, the child should be better prepared for placement so that he can recognize it more in its true light as an opportunity towards recognition of himself as an individual, rather than as a punitive measure for a committed offense. A child's acceptance of placement can help bring about a quicker and more adequate social adjustment.

4. If possible, there should be an effort to establish with the assistance of other social agencies or through the Council of Social Agencies, a bureau that is especially equipped with persons who have the understanding, time, and skill to meet some of the vocational needs of the children who have been under the care of these agencies.

These children have had, in many cases, difficult problems and, though, at discharge, through their social adjustment, they may be better prepared to meet their problems than at referral, and might well strengthen and insure their social adjustment.

Though the necessity of a vocational service towards strengthening the child's social adjustment has not been proven, experience with adults indicates that it is important. Therefore, this seems likely to be the next step to bear in mind, namely, that of giving the youths an adequate preparation for maintaining the responsibilities of adulthood through a carefully planned and selective vocational service agency.

Approved,

Richard H. Conant

Dean

Appendix

Schedule

Child

Case Number

Date Referred

Age at Referral

Birthplace

Date Placed

Date Discharged

I Source of Referral

Home, School, Court, Other Agency, etc.

II Factual Data on Family at Referral

Father, Mother, Siblings

Age

Religion

Nationality

Years in the United States

Parental Status (married, unmarried, separated, divorced, broken home)

Education

Occupational History

III Problem at Referral

Health, Illegitimacy, Behavior, Personality, Family

IV Child's History and Situation at Referral

1. Physical Condition of Child

2. His Relationship to Family

3. Court Record

4. Mental Level

5. School Record -- attitude toward school

6. Vocational Record -- wages, type of employment, length of employment, attitude toward employment

V Treatment

1. Medical Care
2. Vocational Testing of Psychological Testing
3. Psychiatric Treatment
4. Replacement in Homes for Educational Reasons
5. Recommendations Carried out
6. Visits to School
7. Visits to Employer
8. Visits to Child's Own Family
9. Visits to Foster Home
10. Cooperation of Other Agencies

VI Education During Care (body)

Academic Training

Vocational Training

Special Abilities

School Record

Vocational Record

VII Education at time of Discharge

Schooling -- attitude of child toward school, age of leaving school

Employment -- work history, length of time in vocation, wages, employer's opinion and attitude of child toward work

Evaluation of child's independence or lack of independence in adjusting to school or work situation

Was discharge timely or premature?

VIII Vocational Problems at Time of Discharge

Does original problem still exist at time of discharge? If so, what is its relationship to school or vocational adjustment?

Are new problems apparent?

Need for further study

IX Summary

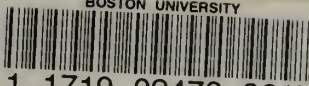
Conclusion

Recommendations

X Bibliography



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